STIRLING COUNCIL
EDUCATION

Positive Relationships: Positive Behaviour

Part 1: Promoting Positive Behaviour
1 Introduction

1.1 Good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of a Curriculum for Excellence. Underpinning the delivery of outcomes are the creation of a positive ethos, peaceful learning environments, improved relationships, and positive behaviour in our schools; ensuring our children and young people are included, engaged and involved throughout their school careers.

Improving relationships and promoting positive behaviour in Scotland’s schools (Scottish Government 2008)

1.2 Stirling Council fully endorses this view of the inextricable link between positive relationships and behaviour, and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with his or her own strengths and development needs. We recognise that children and young people bring with them to school different abilities, experiences and family circumstances, and that creating a safe, secure environment and positive ethos will foster good relationships and behaviour within a community.

1.3 We also recognise that behaviour which disrupts the learning of others or causes harm to other children is not acceptable and should not be ignored; however an approach which focuses on cultivating positive relationships and, where necessary, repairing harm done to people and relationships, rather than on assigning blame and dispensing punishment, is more likely to be successful in the long run.

1.4 The aims of this policy are therefore:

- to ensure that schools and educational establishments within Stirling Council share a common understanding of the values, principles and practice which underpin positive and effective relationship building and positive behaviour management, and

- to provide guidance on the development and implementation of positive behaviour policies within educational establishments.

2 Policy Context

2.1 This policy guidance is informed by a range of national and local legislation, policies, initiatives and reports. Relevant nation of polices and reports include:

- A Curriculum for Excellence emphasises the inter-relationship between the acquisition of knowledge and skills on the one hand and personal and social growth and development on the other, with a commitment to nurturing successful learners, confident individuals, effective contributors and responsible citizens

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1 The term ‘school’ is used throughout to refer to educational establishments, schools and nurseries

Positive Behaviour Policy Part 1: Promoting Positive Behaviour
• The commitment to inclusion and to helping children and young people overcome barriers to learning in the Standards in Scotland’s Schools etc Act (2000), and the Additional Support for Learning Act (2004) - amended 2009

• ‘Happy, Safe and Achieving their Potential, The Report of the National Review of Guidance’ (2004) which provides guidance on personal support and acknowledges the impact of the quality of relationships on children and young people’s motivation, engagement and success

• The Better Behaviour Better Learning Report (2001) and subsequent developments through the Discipline Stakeholder Plan (2006), supported by the Positive Behaviour Team, which encourage schools to focus on fostering good relationships and a caring community as the key to promoting good behaviour

• The Scottish government’s report into the successful piloting of restorative approaches in three authorities (‘Restorative practices in three Scottish Councils: Evaluation of pilot projects 2004-6, Scottish Executive, 2007)

• ‘How Good is our School?’ (HMIe 2007).

2.2 Stirling Council policy context

Stirling Council is committed to driving improvements in outcomes for children and young people living in the Stirling Council area:

The shared vision of the Children and Young People’s Critical Partnership is for all children and young people growing up in the Stirling Council area to be happy and safe, to enjoy good health, to be listened to and respected, to engage in a wide range of positive experiences and opportunities and to be ready to succeed’ (For Stirling’s Children, The Integrated Plan for Children’s Services, 2008-11, p4)

2.3 The Inclusion Statement 2004, emphasises the need to adapt cultures, policies and practices so that we are able to respond to the uniqueness and diversity of each child and young person’s needs and their circumstances.

2.4 Stirling’s Learning Policy: Making the difference’ (2009) underlines the importance of school’s creating a learning climate which is nurturing and values diversity, and the importance of staff having a good understanding of children and young people’s feelings and behaviours.

3 Policy Principles and Values

3.1 Stirling’s polices, cited above, underline the interconnectedness of the wider learning environment, children and young people’s teaching and learning experiences, and the promotion of positive relationships and positive behaviour.

3.2 The following values and principles are key to ensuring a calm and productive learning environment in which disruption and difficulty are minimised:

• children and young people are offered learning experiences which match their needs, provide them with opportunities for success, and sustain their motivation and attention
• staff take time to build caring relationships and treat children, and each other, with respect

• children and young people are helped to acquire the skills required to manage their feelings and behaviour and to relate positively to others

• children and young people are encouraged to take responsibility for repairing harm when there has been conflict

• there is a climate of openness and trust in every school allowing staff to seek support when they have concerns or difficulties

• staff understand and share a commitment to applying school/establishment policy and procedures in a consistent and equitable manner.

3.3 Education Services is adopting restorative approaches as its framework for taking forward into practice these principles and values.

*What are restorative approaches?*

Restorative approaches provide an overarching philosophy and framework for building positive relationships and preventing and repairing conflict in schools and has an application:

• as preventative - to promote positive relationships within the whole school community
• as responsive - repairing harm when difficulties arise
• as part of support and intervention for more long-term and persistent difficulties.

3.4 Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others. It encourages members of the school community to effectively resolve and learn from conflict in a way which maintains relationships. The focus is on prevention and the involvement of the whole school community is paramount. It is a framework within which existing good practice can develop.

3.5 The approach supports other approaches such as emotional literacy/empathy development and solution-focused planning approaches.

3.6 The key principles of restorative approaches are:

• Fostering social relationships in a school community of mutual engagement
• Being responsible for one’s own actions and their impact on others
• Respecting other people, their views and feelings
• Empathising with the feelings of others
• Being fair
• Being committed to equitable processes
• Everyone in school being actively involved in decisions about their own lives
• Willingness to create opportunities for reflective change in pupils and staff.
4 Responsibility of Education Services

4.1 Education Services is fully committed to developing strong partnerships with all stakeholders. They offer a holistic framework which enables establishments to develop a range of flexible supports for children, young people and families.

4.2 Education Services will:

- continue to support the development of the skills, knowledge and understanding required to implement the policy by providing staff training and facilitating opportunities to share new ideas, initiatives and good practice
- support schools in the development of whole school policies which encapsulate the principles and values contained within this policy
- communicate and promote the policy and underpinning values to parents and carers
- continue to promote the principle of joint working both within education and with partners in social care, health and the voluntary sector to support vulnerable children and families
- monitor and quality assure the implementation of policy and practice.

5 Responsibility of schools and educational establishments

5.1 Staff in schools and educational establishments have a collective responsibility to:

- provide high quality learning and teaching experiences and ensure that the curriculum is differentiated to meet individual need
- focus on developing positive relationships and utilising positive strategies for promoting positive behaviour
- base their approach to dealing with difficult behaviour and conflict within the school community on restorative principles
- meet individual learners’ needs with sensitivity and understanding
- contribute to the provision of effective personal support contribute to the development of skills in children and young people in understanding and being sensitive to the needs of others
- contribute to the development of skills in children and young people which will enable them to understand and manage their feelings
- develop and implement a school policy which reflects the aims and values of this policy.
6 Promoting partnership with parents and carers

6.1 Parents, carers and families have a crucial role in ensuring that their children succeed within the educational process. Effective parental involvement is founded on caring, mutual respect and a sense of purpose and equality. To ensure effective partnership and dialogue between home and school the following should be in place:

- parents and teachers share responsibility for promoting dialogue between home and schools
- opportunities are in place to promote awareness raising of the values and approaches underpinning the positive behaviour policy and to develop successful interactions that work for all
- as well as continuing to involve parents in line with existing best practice, schools can also create innovative ways to assist parents as active partners with their children and young people in the teaching and learning process, at home and in school
- professional partnership with parents/carers and the school community in jointly developing a whole school policy on promoting positive behaviour and relationships which reflect the aims and values of this policy
- school staff and parents/carers plan realistically, emphasising consultation and sharing ideas, fostering shared understanding and ownership of the final policy.

7 Partnership Working

7.1 There is an expectation that all professionals working with children and young people should adopt the same principles and practices.

7.2 When working collaboratively to support an individual, services and agencies should:

- ensure that all relevant partners are involved from the outset, including children and young people, their families and other partner agencies
- promote a shared vision and common purpose amongst partners which is understood and adhered to
- provide clarity amongst partners about their roles and responsibilities encourage a commitment to improve operational practices and quality of provision
- include monitoring and evaluation systems which address and assess the individual roles of contributing agencies and which demonstrate the continued effectiveness and relevance of the integrated approach.
8 The contribution of children and young people

8.1 Schools and early years establishments should continue to be creative in providing children and young people with opportunities to become effective contributors and responsible citizens. This includes taking increasing responsibility for their own learning, development and behaviour and developing respect and empathy for others.

8.2 This means that:

- children and young people should be fully included in the development of the whole school policy on promoting positive behaviour
- children and young people should have access to experiences which will foster the development of a sense of social responsibility and respect of each other as individuals
- children and young people should be offered the opportunity to participate in a variety of activities designed to support others e.g. buddying and peer support.

9 Children and young people who need support

9.1 The principles described above apply equally to all children and young people in all educational contexts. Some children and young people require more support than others to develop relationships, inter-personal skills and to how to behave appropriately in a learning environment. Most of this will happen at classroom level through sensitive support and intervention by teachers and other staff.

9.2 Where the need for help is greater children and young people may require a more individualised approach through the Staged Intervention framework. Advice and support for class and subject teachers is available from senior staff and additional support needs teachers to support this process.

9.3 For the very small number of children who present a highly significant challenge, additional support can be accessed from Educational Psychology, SEBN Services, Social Care or partner agencies. Guidance on current procedures for accessing these services is available on the Source.

10 Monitoring and quality assuring the implementation of policy and practice

10.1 Education Services will monitor and quality assure the implementation of policy and practice in a number of ways. This will include ongoing monitoring of exclusion data and post–exclusion action plans and the uptake of staff development opportunities.

10.2 Quality assurance visits, both routine and thematic, will provide an opportunity to sample individual school policy, observe practice, and receive feedback from children and young people, staff and parents. Where good practice is identified it will be shared across the authority.
Useful Web Links

Positive Behaviour website
http://www.ltscotland.org.uk/positivebehaviour

Working together to improve school discipline

HMIE Journey to Excellence
http://www.hmie.gov.uk/generic/journeytoexcellence

HMIE A Climate for Learning, 2005

HMIE Case Studies of Good Practice in improving the Climate for Learning, 2006

Respect Me – Scotland’s Anti Bullying Service
http://www.respectme.org.uk/

Restorative Approaches
http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm

Scottish Government web site
http://www.scotland.gov.uk/Topics/Education/Schools/welfare/Behaviour

Building positive relationships - Training materials for additional support staff
http://www.scotland.gov.uk/Publications/2008/09/17082810/0

Positive Behaviour in the Early Years
http://www.scotland.gov.uk/Publications/2008/09/12112952/0

National Policies


HMIE (2008) Improving the Odds: Improving Life Chances


http://www.scotland.gov.uk/Publications/2001/08/9716/File-1

Appendix 2

Promoting and managing positive behaviour
Reviewing school policy

It is recognised that schools and establishments will not be starting from scratch when developing a Positive Behaviour Policy and that how immediate a priority this is will depend on individual school circumstances. However schools are expected to review their policy as part of their Improvement Plan actions over the course of 2011-12 in the light of this guidance with a view to implementing updated policy and approaches in August 2012.

The following is intended as general advice for schools in taking forward this task.

1 School or establishment policy should articulate with the values and principles set out in this revised authority policy. The structure and detail of the policy is a matter for individual schools and establishments but all policies should include the following core components:

   • The school’s vision and context for the policy
   • The principles underpinning the policy
   • How the school/establishment aims to build positive relationships through school ethos and values
   • Roles and responsibilities within the policy
   • How positive behaviour is rewarded and celebrated
   • An explanation of how pupils, parents and staff have been involved in developing policy

2 The following steps are suggested as a framework for review:

   Self-evaluation involving staff and pupils

   Summarising areas for development:
   • What are we doing well and want to keep doing?
   • What are areas of concern for us?
   • What changes would we like to see at whole school level?
   • What changes would we like to see in classroom practice?

   Identifying tasks and timescale

   Consulting on draft policy with the whole community, including parents/carers

   Establishing what staff development is required
The quality indicators 5.5 and 5.6 in How good is our school? (HMie 2007) provide a useful starting point for self-evaluation in relation to positive behaviour and, in particular, the illustrations provided should prompt schools to ask:

- To what extent are relationships across the school positive and founded on a climate of mutual and self-respect?
- To what extent do children and young people behave well and show consideration for others?
- To what extent does the school have a culture of inclusion, participation and positive behaviour based on respect?

The ‘Promoting positive behaviour self-evaluation checklist’ (Appendix 3) can be used as a tool to support this.
### Promoting positive behaviour self-evaluation checklist

<table>
<thead>
<tr>
<th>We provide high quality learning and teaching experiences and ensure that the curriculum is differentiated to meet individual need</th>
<th>1 2 3 4 5 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>We seek to understand children and young people as individuals and meet individual learners’ needs with sensitivity and understanding</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We focus on developing positive relationships and utilising positive strategies for promoting and rewarding good behaviour rather than focus on sanctions</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We base our approach to dealing with challenging behaviour and conflict (between children or children and staff) on restorative principles</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We provide effective personal support</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We help children and young people to understand and be sensitive to the needs of others</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We help young people to develop the skills which will enable them to understand and manage their feelings</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We encourage children and young people to develop a sense of social responsibility and to respect each other as individuals</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We offer children and young people the opportunity to participate in a variety of activities designed to support others e.g. buddying and peer support</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>We encourage children and young people to support each other by contributing to overcoming the challenges that some children encounter as a result of their additional support needs</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Circle the point on the scale that best reflects your evidence:
1 = definitely yes
6 = definitely no
Staff Development

There is a wide range staff development, both formal and informal, available to underpin the promotion of positive behaviour.

1 **At school level**

School managers have an essential role in supporting to staff to deliver the high quality learning and teaching experiences, and the good classroom management which are key to establishing and maintaining positive behaviour.

Opportunities to observe colleagues and to share practice play an important role in this.

2 **Support, advice and consultancy**

This is available from SEBN Services and from Educational Psychology.

Staff from these services are able to help teachers explore strategies for addressing the challenging behaviour of individuals or groups of children and young people. This may include looking at the learning environment and how it can be adapted.

Some schools have trained staff in their own schools to support colleagues in this way.

3 **Formal staff development opportunities**

Stirling Council Education Services offers the following as part of its annual programme of CPD:

- **Restorative Approaches**
  - Introduced in 2007 and in the process of being extended

- **Team-Teach**
  - Training in de-escalation and physical intervention for staff working with children and young people whose behaviour is particularly challenging

- **We can and must do better**
  - The focus is looked after children but is relevant to working with any child who has experienced adverse circumstances

**FRIENDS**

In addition Educational Psychology Services can provide training in a wide range of areas on a school or cluster basis and relevant courses are also offered by other providers.

For advice on specific training needs please contact the QDO in the first instance.
STIRLING COUNCIL
EDUCATION

Positive Relationships: Positive Behaviour

Part 2: Policy and Guidance on dealing with Hurtful and Bullying Behaviours
1 Introduction

1.1 Stirling Council is committed to the promotion of positive relationships and positive behaviour in all its education establishments. Council policy and guidance on dealing with hurtful and bullying behaviours sits within this framework and aims to:

- provide guidance to schools and educational establishments on the principles and practice they are expected to adopt in relation to dealing with hurtful or bullying behaviour
- promote a consistent approach across schools and establishments in dealing with hurtful or bullying behaviour.

1.2 School and educational establishment staff, children and young people, parents/carers have all contributed to the production of this policy.

2 Scope of the policy

2.1 This policy recognises that there is a spectrum of behaviour which can cause hurt, from thoughtless teasing, to targeted and sustained attack, whether verbal or physical. Within this spectrum of hurtful behaviours there is a sub-set that can be defined as bullying behaviour.

2.2 This view is in accordance with an emerging consensus, reflected in recent international literature on bullying that: ‘...definitions of bullying abound, most commonly including terms of aggression, intentional harm, recurring over time and characterised by imbalance of power.’

2.3 For the purposes of this policy the term hurtful behaviour is used to refer to a wide range of behaviour as follows:

Hurtful behaviour is behaviour which involves one child or young person, (or a group of children or young people) causing hurt whether or not this is consciously intended. The behaviour may be verbal or physical and may include the use of mobile phones or the Internet. It may be prejudice-based and relate to, for example, racism, homophobia, sexism, disability and sectarianism. It may be persistent.

2.4 The hurtful behaviour may be entirely one-sided or may be related to inter-group conflict in which all parties are at times using hurtful behaviour and at other times on the receiving end of it.

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1 McKenna M (2009) Bullying what do we know so far? quoted in A national approach to anti-bullying for Scotland’s Children and Yong people, Scottish Government 2010

Positive Behaviour Policy 2 Hurtful and Bullying Behaviours
2.5 Bullying is used to refer to those hurtful behaviours which are:

- repeated over a period of time
- targeted on an individual or group
- difficult for those targeted to stop

2.6 It is not intended to suggest that hurtful behaviours which do not fall within the definition of bullying are necessary less significant in their impact on an individual child or young person, and the responsibility of staff applies equally.

3 Policy principles and values

3.1 Stirling Council fully endorses Article 19 of The United Nations Convention on the Rights of the Child (UNCRC) which states that:

Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them.

3.2 It follows from this that schools and educational establishments have a responsibility to provide a safe, supportive environment for all children and young people. This includes the prevention of all forms of hurtful and bullying behaviours, as far as is reasonably practicable, and effective approaches to dealing with these where they do occur.

3.3 In line with the principles underpinning all aspects of the Positive Relationships: Positive Behaviour policy this includes:

- taking time to build caring relationships and treating children and each other with respect
- encouraging and supporting all staff to be responsible for addressing challenging behaviour
- working with children and young people to take responsibility for the impact of their behaviour and to repair harm done.

3.4 Schools/establishments are encouraged to avoid the use of terms such as ‘victim’, which has a legal meaning, and ‘perpetrator’ and to refer instead to the hurtful or bullying behaviour. This is in line with recent Scottish government guidance. 2

4 Responsibility of Education Services

4.1 Education Services will:

- work in partnership with staff, parents / carers, children, young people and other agencies to ensure our educational establishments are safe places for everyone
- provide staff development opportunities to support staff to develop the confidence, skills and knowledge to handle hurtful and bullying incidents
- raise awareness of the range of restorative strategies for dealing with hurtful and bullying behaviour, for example, circles, peer mediation and proactive buddying,

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2 A national approach to anti-bullying for Scotland’s Children and Young people, Scottish Government 2010
• support and challenge educational establishments to develop practice which deals effectively with hurtful and bullying behaviour

• provide information and support for raising awareness of the nature and effect of hurtful and bullying behaviour through CPD, eg diversity training, cyber-bullying training, restorative approaches, child protection, Feel Think Do, Health and Wellbeing

• monitor, review and evaluate approaches to dealing with hurtful and bullying behaviours with stakeholders

5 Responsibility of staff in educational establishments

• to work in partnership with parents / carers, children, young people and the school community as a whole to prevent hurtful and bullying behaviour and to deal with it line with this policy and guidance where it does occur

• to develop school policy and practice with parents/carers, pupils and communities

• to raise awareness in the school community of the nature and effect of hurtful and bullying behaviour

• to give a clear message to staff, parents / carers, children, young people and the school community that hurtful and bullying behaviour will be tackled

• to encourage the reporting of hurtful and bullying behaviour and to ensure positive action will be taken to address the issues

• to ensure that there are clear and appropriate systems for reporting and dealing with incidents of hurtful and bullying behaviour

• to maintain and develop positive relationships and positive behaviour in a safe, supportive educational environment

• to have I place health and well being programmes to ensure that children and young people have the skills, knowledge and understanding to deal with hurtful and bullying behaviour

• to provide information to parents and cares about how the school tackles hurtful and bullying behaviour and to communicate fully with parents and carers when they raise concerns

• to monitor, review and evaluate approaches to dealing with hurtful and bullying behaviours on an annual basis with stakeholders especially children and young people

5.1 Whole school approaches to bullying and discrimination are also important as the general culture and use of language in school has a potential effect on the extent of bullying, especially prejudice-based bullying.

5.2 Schools which promote diversity and challenge racist, sexist and homophobic attitudes and language are also taking steps to reduce the likelihood of racist and homophobic bullying.
6 Role of parents and carers

6.1 Parents and carers can help by:

- encouraging children and young people to talk to staff about any concerns they have
- working collaboratively with schools and education staff to resolve difficulties and take forward any actions agreed

7 Guidance on responding to concerns raised by children, young people or parents

7.1 The following feature should be common to all establishment’s procedures for dealing with concerns and complaints about hurtful or bullying behaviour

- Concern and distress should be treated seriously – this involves listening without making a judgement
- The focus should be on getting the hurtful behaviour to stop and trying to ensure that it does not reoccur in the future – rather than investigating and punishing the ‘wrongdoer’
- Children and young people and parents/carers, and all other involved should be consulted about possible ways forward
- There should be arrangements for review and follow up

7.2 Establishments are encouraged to take a restorative approach to dealing with a concern unless there are circumstances which would make this inappropriate, for example when this has already been attempted and the hurtful behaviour has continued, or immediate action is required to keep a child safe.

8 The recording of incidents

8.1 Schools and educational establishments should routinely keep a record of concerns raised and action taken, for example in pastoral notes or a school log,

8.2 A formal record of incidents and action and completion of the Prejudice-based Incident Monitoring Form is required where there has been an intent to bully or harass on the grounds of race, gender, socio-economic discrimination, pregnancy/maternity, disability, religion/belief, sexual orientation, or transgender status.

8.3 The purpose of formal recording is to:

- Support the school’s own quality assurance processes
- Provide evidence of action taken and follow up where there has been a serious concern
- Allow the authority to monitor prejudice-based incidents across schools and provide support where necessary
• Allow schools, establishments and the authority to fulfil the requirements of the Equalities Act 2010 and Central Scotland Multi-Agency Hate Response Strategy (MAHRS).

Schools may also wish to utilise or adapt this form for internal monitoring purposes in cases where hurtful behaviour meets the definition of bulling within the policy.

8.4 The new equalities legislation requires educational establishments to ensure they do not discriminate against anyone in the school community on grounds of disability, gender, race, religion or belief or sexual orientation. Monitoring the extent to which bullying behaviour may reflect such prejudices is part of the broader process of promoting equality.

8.5 Also, the legislation requires establishments to account annually on the impact of their work on individuals or groups with reference specifically to disability, gender and race and data on bullying incidents will help inform annual reports.

8.6 Note: all incidents regarded as prejudice based by the victim of the bullying behaviour should be recorded as such. If the incident proves later not to be prejudice based, this should be noted as an outcome of further discussion and intervention.

8.7 The Multi-Agency Hate Response Strategy and the new form will supersede previous RAHMS procedures.
Appendix 1

Useful Web Links

A National Approach to Anti-Bullying for Scotland
http://www.scotland.gov.uk/Publications/2010/11/12120420/0

Respectme: Scotland's Anti-Bullying Service
http://www.respectme.org.uk

LGBT Youth Scotland
www.lgbtyouth.org.uk

Stonewall Scotland
http://www.stonewall.org.uk/scotland/at_school/

Building Curriculum for Excellence Through Positive Relationships and Behaviour

Safe and well: Good practice in schools and education authorities for keeping children safe and well
http://www.scotland.gov.uk/Publications/2005/08/0191408/14093

Curriculum for Excellence Health and Wellbeing
http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/index.asp

Personal Support
http://www.ltscotland.org.uk/personalsupportinschools/index.asp

Additional Support for Learning
http://www.ltscotland.org.uk/inclusionandequality/index.asp

HandOn Scotland
http://www.handsonscotland.co.uk/

HMIE Journey to Excellence
http://www.hmie.gov.uk/generic/journeytoexcellence

Equally Well
http://www.scotland.gov.uk/Topics/Health/health/Inequalities/inequalitiestaskforce

GIRFEC
http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec

Pupil Inclusion Network Scotland
http://www.pinscotland.org/

Behaviour in Scottish Schools Research 2009, Professor Munn et al, University of Edinburgh